

Policy Statement on Behaviour for Learning

1. Aims

To create a safe, orderly, respectful and positive learning environment to ensure that all students can achieve to their full potential in all areas of school life.

2. Behaviour for Learning

All students must manage and be responsible for their behaviour. The choices they make decide the outcomes that follow. There are good outcomes (rewards) and bad outcomes (consequences). The school will maintain a fair and consistent system with clear expectations and boundaries. High standards of behaviour are important for the school to run smoothly and safely and for the benefit of all members of the school community. The school's good reputation hinges on maintaining the rules of the school and we expect our students to abide by them and for parents to support us in ensuring the rules are kept.

3. Rights and Responsibilities

All members of the school have:

- the right to be safe
- the right to be listened to
- the right to fair treatment
- the right to be treated with respect.

A STUDENT'S RIGHT TO LEARN AND A TEACHER'S RIGHT TO TEACH.

All members of the school community have rights, but with rights we have responsibilities towards each other. This includes Students, parents and staff.

As a Student, your responsibilities are:

in lessons

- to respect everyone in your lesson
- to enter quietly and on time
- to be organised and equipped for each lesson
- to listen to instructions from staff and to follow instructions at the first time of asking
- to put your best effort into every piece of work and activity
- to stay on task and finish on time
- to meet all homework and coursework deadlines
- to be responsible for using your planner effectively (eg recording homework, parental monitoring and signatures).
- To ensure that your mobile phone is not out during lessons and does not disrupt lessons in any way.

in the school environment

- to show courtesy and respect to everyone
- to follow instructions from staff immediately
- to move quietly and sensibly at all times, keeping to the left along corridors and stairs
- to always sign out if you need to leave the premises and sign in on late arrival (stay on site – stay safe)
- to respect the school's health and safety policy (Appendix C – Litter + Environment)
- to respect the school's guidelines on uniform (refer to uniform policy)
- to respect the school's guidelines on equal opportunities.
- To eat all food within the dining room or prescribed area.
- Earphones must not be worn when students are inside the school buildings

in the community

- to set a good example of behaviour when representing the school in the community (eg journey to and from school, school visits, work experience, public transport, extra-curricular activities)
- to observe the laws of society within the community (eg Highway Code, Public Law and Order Act)

As a member of staff, your professional responsibilities and duties are:

- to be fully acquainted with all school policies
- to be respectful and supportive of everyone
- to be responsible for ensuring punctuality and good order when entering the classroom
- to be prepared and organised to enrich the quality of student learning
- to provide clear instructions and guidelines for students with regard to work and behaviour expectations (please refer to the Behaviour for Learning guidance in the staff handbook)
- to ensure that all students stay on task and that homework is set where appropriate
- to encourage positive observations of school guidelines in and around the school environment
- to be aware of individual learning needs (eg SEN/IEPs/PSP) and pastoral issues relevant to students
- to contact parents when required
- to ensure all administration relating to rewards, behaviour management and pastoral issues is promptly completed and returned to relevant staff
- to challenge all infringements of school policies and to follow through appropriately.
- To be FAIR and CONSISTENT.

As a parent/carer/guardian, your responsibilities are:

- to ensure that your child is on time for school and attends regularly
- to ensure that your child is fully equipped and prepared for each day in full school uniform
- to ensure that your child's planner is checked and signed on a weekly basis and homework is monitored
- to ensure that your child is familiar with and supports the aims of the school
- to support the school in managing behaviour, e.g. through ensuring your child completes detentions, isolation, etc. as required
- to feel free to contact the school at any time
- to promptly notify the school with regard to all aspects of your child's absence (e.g. via telephone and letter)

4. Consequences

When behaviour expectations and targets are not met by students, sequential consequences will be employed.

"IF STUDENTS BREAK THE RULES THEY MUST ACCEPT THE CONSEQUENCES"

Misconduct will be dealt with in the following way:

Misbehaviour	Consequences (C)
First misbehaviour	C1 = Verbal warning.
Second misbehaviour	C2 = Second verbal warning.
Third misbehaviour	C3 = Detention for 1 hour after school.
Fourth misbehaviour	C4 = Student is removed from the classroom and isolated for one day from 08:45 to 16:15.
Extreme misconduct	C5 = Fixed period of exclusion.

When a student has reached C3 the teacher will issue them with a C3 detention slip (this is also the means to inform the parents). The carbonated copy must be placed by the member of staff in the C3 letterbox in the staffroom by 3.30 pm each day.

If a student continues to misbehave and reaches C4 then HOF or the SLT staff member on call will remove the student from the classroom and take them to a designated area. A C4 incident referral form will be completed by the subject teacher and signed by the HOF. This referral form is placed in the C4 letterbox by 3.30 pm so that isolation can be considered and the appropriate action can be taken.

A copy of the referral form will go back to staff so that teachers can see what action has taken place. All C3s and C4s will be centrally administered and logged.

All C3 and C4 data will be analysed so that the appropriate intervention strategies can be employed to match the needs of the individual. Students may be referred to the Student Support Centre when the number of C4's registered by a student has been deemed significant. Students may also be referred to the SSC due to behaviour issues by senior staff following consultation with the SSC manager. Students will remain in the SSC for fixed periods of time which are outlined in the SSC Development Strategy.

All C3s and C4s will be published on BFL notice boards in key areas of the school on a daily basis.

A C3 will also be issued to students by staff when they have reached six strikes on their expectations card (see section responsibilities and expectations card and refer to school uniform policy).

When the number, frequency and/or level of seriousness of fixed term exclusions raise the school's concern that the student could be at risk of permanent exclusion, a Pastoral Support Plan (PSP) would be put in place. The PSP is a student report which focuses on agreed targets with the Student, parent(s) and school to improve behaviour and enhance learning.

In rare circumstances, and when all other avenues of support and intervention, for example: -

- *in-house counselling, e.g. anger management;*
- *reduced timetable with intervention from the Student Support Centre;*
- *a positive referral to Children Support Services.*

have been exhausted, the headteacher may permanently exclude a Student.

N.B. Certain types of behaviour will be dealt with by the issue of an immediate C3. These might include very serious rudeness or defiance, chewing gum, disrupting lessons with a mobile phone, dropping litter etc.

Similarly, very poor behaviour may be dealt with by issuing an immediate C4, C5 or in the case of extreme misbehaviour, for example fighting, bringing a weapon or drugs into school, permanent exclusion.

Very serious cases of misconduct are dealt with by the Headteacher and the senior team. In rare cases, parents may be required to keep their child at home for a specified period of time. The help of external supporting services, including governors, may be sought. In such cases, a meeting with the parents will be arranged. In response to the most extreme cases of poor behaviour the school may resort to permanent exclusion. Examples of such behaviour would include serious violence and bringing weapons into school.

REMEMBER - BFL relates to behaviour only! Classroom teachers must still take responsibility for faculty detentions for lateness, homework, etc. Furthermore, staff may use other strategies to support the management of behaviour in addition to the stated BFL consequence eg short detentions and phone calls home. No child will be kept in detention afterschool without their parents being given twenty four hours' notice.

Staffing C3 detentions

Staff will be required to supervise a C3 detention once every three weeks.

A team leader will be assigned to oversee the detention but it is the responsibility of staff to see that all the C3 rules (outlined in the BFL guidance booklet appendix D) are strictly adhered to.

5. Responsibilities and Expectations Record Card

On a termly basis students are issued with a Responsibilities and Expectations Record Card which, together with their planners, will be placed on their desk at the start of each lesson.

If a student's action, appearance or lack of organisation constitutes an infringement, then a strike will be made on their R&E card.

The card will be used to record infringements, including:

- Uniform (including make-up and jewellery)
- Equipment issues
- No planner
- Breaking the canteen's code of conduct
- Lateness to lessons
- Litter (**see also Appendix C – Page 8**)

If a student acquires **six strikes** then a C3 sanction (one hour detention) will be issued. All year groups will be informed of the process and be made aware of their responsibilities. Failure to produce the card when requested, or loss of the card, may also result in a one-hour detention. Replacement cards issued for any reason will be marked with 5 strikes.

6. Exclusions

Permanent exclusion should only be used as a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the Student to remain in school would seriously harm the education or welfare of the Student or others in the school.

We will take the appropriate steps to set and mark work for Students during the first five days of permanent exclusion and alternative provision will be arranged from the sixth day.

Where parents (or the excluded Student, if aged 18 or over) dispute the decision of a governing body not to reinstate a permanently excluded Student, they can ask for this decision to be reviewed by an independent review panel. All parents (or excluded Student, if aged 18 or over) have the right to request the presence of an SEN expert at the independent review panel.

7. Lateness

A 30-minute detention will be issued to students who are late to school without reasonable explanation and notification from their parents and agreement from the school.

Students who are late for school must sign-in at student administration. Failure to sign-in will result in the late detention being increased to a C3 (one hour) detention.

Late detentions do not incur behavioural points but the late marks will appear on the student's record.

8. When investigating an incident involving behaviour in the wider community the school will consider the following:

- Whether the Student Code of Conduct and Rules have been broken
- The severity of the misbehaviour
- The extent to which the reputation of the school has been affected
- Related to this, whether the student or students were identifiable as a member of the school community
- The extent to which the behaviour in question might have repercussions for the orderly running of the school and might pose a threat to another student or member of staff.
- Whether the misbehaviour in question was on the way to or from school, outside the school gates, or otherwise in close proximity to the school.
- Whether the behaviour might affect the chance of opportunities being offered to other students in the future.

If a student is found to have broken the Student Code of Conduct and Rules in the wider community staff will treat this as a serious matter. The student can expect:

- To be instructed to behave in an acceptable manner by school staff and to be disciplined on their return to school
- To be referred to their Head of Year or a member of the School's Senior Leadership Team
- To have their parents/ carers contacted
- To be issued with an appropriate sanction including any sanction which might be issued in response to poor behaviour in school.
- If the misbehaviour could be classed as criminal or poses a serious threat to a member of the public, the police will be informed

See also Appendix B (page 8)

9. Other Issues

Extended school activities

Poor behaviour during on-site extended school activities will be dealt with in the same way as for any other on-site activity. If the behaviour occurs during an off-site behaviour activity which is not supervised by school staff, college or work placements, the student can expect:

- To be instructed to behave in an acceptable manner by school or supervisory staff and to be disciplined on their return to school
- To be referred to their Head of Year or a member of the School's Senior Leadership Team
- To have their parents/ carers contacted
- To be issued with an appropriate sanction

Exploitation of social media by students (mobile phones, mobile phone apps, internet sites and chat rooms)

The use of defamatory or intimidating messages and images inside or outside of school will not be tolerated. Should any of social media be used by students in order to bully, embarrass or upset fellow students or members of staff, or should any such actions cause disruption to any other element of the school community, disciplinary sanctions will be applied.

Searching

Under the Education and Inspections Act (2006) the Headteacher and authorised staff led by her, have the power to authorise a search of students or their possessions (including bags and lockers) without their consent if there are reasonable grounds for suspecting that the student may have a prohibited item or an item banned by the school. Teachers can also instruct a student to turn out their pockets and discipline them if they refuse to do so. Schools **are not required** to inform parents before a search takes place or to seek their consent to search their child. Prohibited items as defined by the DfE are:

- Knives and any form of weapons (including for instance BB guns, other imitation fire arms and laser pens)
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco, cigarette papers, cigarettes, e-cigarettes, etc.
 - Fireworks
 - Pornographic images
 - Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property or judged to be inappropriate in school
- Reasonable force * may be used to search for prohibited items. The police will be called where there is a potential danger or risk to the personal safety of the teacher or student.

Refusal to be searched

If a student refuses to be searched this is a very serious breach of the school's behaviour policy. Such a refusal effectively undermines the school's ability to ensure the safety of the school community. The school reserves the right to apply a very significant sanction, up to and including permanent exclusion from school, in response to a student refusing to be searched.

* Please see Use of Reasonable Force DfE Guidance – May 2012

10. Confiscation

The *Education and Inspections Act (2006)* allows school staff to seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

- If a mobile phone is visible in a lesson, or causes disruption in a lesson in any other way, it will be confiscated, a C3 will be issued and the phone will be returned at the end of the school day.
- Items of jewellery which are in breach of the school rules (eg bracelets, non-stud earrings, other piercings) will be confiscated and returned when a parent comes to collect them, or at the end of that half term.

11. Abuse or intimidation of staff outside school

The school will adopt firm measures against abuse or intimidation of staff by students. This includes unacceptable conduct by students when not on the school site or outside of school hours when not under the charge of a member of staff of the school. Students involved in any such activity can expect to be:

- Instructed to behave in an acceptable manner by school staff and to be disciplined on their return to school
- referred to their Head of Year or a member of the School's Senior Leadership Team
- parents contacted
- issued with an appropriate sanction (including any sanction which might be issued in response to poor behaviour in school)

12. Racist Incidents *

The school does not tolerate discrimination of any sort, including racist behaviour, and all incidents will be formally reported under the school's duty of care to do so and swiftly dealt with.

**Please see: Equal Opportunities Policy, Anti-Bullying Policy and Reporting Racist Incidents Policy*

13. Sexual Incidents:

The school has a statutory responsibility to follow child protection/safeguarding procedures. As such any sexually inappropriate behaviour, including homophobia, will be swiftly dealt with and formally reported under the school's duty of care to do so to the Designated Child Protection Officer for further investigation.

- If a mobile phone or any other communication device is thought to have inappropriate material on it, the device will be confiscated. If the material is thought to be of an illegal nature the matter will be referred to the school's link police officer. Parents / carers will be informed before this happens.

14. Use of reasonable force (In line with DfE guidance – May 2012)

Physical contact will be avoided wherever possible and only be used as a last resort, using minimum reasonable force. Section 93 of the *Education and Inspections Act 2006* states that school staff can use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:

- committing an offence
- causing personal injury to, or damage to the property of, any person (including the student herself/himself)
- prejudicing the maintenance of good order and discipline at the school.

When can reasonable force be used?

- 1) Reasonable force can be used to prevent Students from hurting themselves or others, from damaging property or from causing disorder.
- 2) In a school, force is used for two main purposes – to control Students or to restrain them.
- 3) The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- 4) When the use of force is deemed necessary members of staff must make reasonable adjustments for disabled children and children with special educational needs (SEN).

It is important to note that **it is always unlawful to use force as a punishment.**

15. Staff Training

The head teacher will ensure that members of staff working with more challenging students are provided with training that allows them to carry out their responsibilities. Specific training will be undertaken annually by the head of Inclusion to cover strategies and techniques for students with behavioural needs.

Specific restraint techniques are in question and are deemed an unacceptable risk when used on children and young people. (see DfE Use of Reasonable Force guidance – May 2012)

16. Rewards (see also Appendix A – page 8)

Rewards are 'good practice' in the classroom and students enjoy praise whether given verbally or in written form (parents can be contacted at any point deemed appropriate)

Students will be rewarded by a combination of the following:

- Praise, either verbal or in writing
- Whole school credits
- Faculty/subject rewards for progress.
- Year Group awards for attendance, good behaviour and credits gained
- Headteacher's Commendation

Credits can be given electronically or marked in students' expectations cards. In the latter case tutors will then enter the credits during tutor time.

The number of credits received by a student will equal the following awards:

15 credits	Reward postcard
25 credits	Reward letter home – AHOY
50 credits	Reward letter home – HOY
100 credits	Bronze star badge + dining room queue jump pass for one day each week – rewards letter home from the AHT
150 credits	Silver star badge + queue jump pass for two days each week – rewards letter home from the Deputy Head
200 credits	Gold star badge + queue jump pass for each day of the week – rewards letter home from the Headteacher

In addition a £5 or £10 voucher will be presented to the first students in their year group to pass each tariff.

The BFL administrator will on a regular basis produce graphs depicting totals of credits awarded and issue credits on a half-termly basis. Credit totals are also displayed on the student's portal login.

The awards reflecting the credits table above will be published and amended at least twice per term on the BFL notice boards

Additional prizes linked to credits will be awarded to individuals and tutor groups. These will vary depending on the year group and the HOY.

Subject teachers will additionally reward students for good progress – each faculty area will reward students for progress relating to attainment and /or effort each half term (refer to HOF for guidance on new policy within each faculty area).

The Head Teacher also awards Commendations for outstanding work and these are reported in Magnus and on notice boards displayed around school.

Whole school credits will be reported to parents.

Rewards can be given in the following ways:

- students congratulated during year assemblies
- small prizes, (eg vouchers, department awards)
- certificates, (eg attendance, SEN awards, etc)
- recognition on the BFL notice board.
- students congratulated on year and department noticeboards
- students congratulated in school newsletter
- school prizes (at Presentation Evening).

The total number of credits awarded to individual students will be reduced by the number of C3s issued to that student.

APPENDIX A

Rewards

There will also be collective rewards, for example, half-termly pizza parties or days out of uniform for the tutor group that achieves the most credits.

Credits and awards should be given for a number of different reasons, not just for outstanding academic work. Other reasons could include effort, improvement, attitude, homework/classwork, carrying out duties for the school.

Credits may also be linked to specific rewards, e.g. entrance to the Year 11 Prom, End of Year Reward Event.

APPENDIX B

Behaviour outside the classroom and around the school site

- follow instructions from staff immediately
- keep all doorways clear
- always use appropriate staircases
- only enter and exit the classroom when told to do so by a member of staff
- students are not permitted to be in the building during break and lunch times unless inclement weather procedures have been authorised by the Head of Day
- access to designated toilets is only allowed during break and lunch times
- students to report any incidents to member of staff on duty
- staff to follow appropriate procedures when notified of incidents.

Transportation

- Sixth Form students: no vehicles are authorised on site
- Year 11 students: no vehicles are authorised on site
- Rest of school: cyclists must dismount at the entrance to the school. It is the students' responsibility to ensure that cycles are kept in the cycle shelter or designated area and are done so at the owner's own risk.
- Students to board school buses in an orderly manner at end of day as instructed by staff on duty.
- The school reserves the right to ban students from the school buses for periods of time in response to persistent or serious poor behaviour on, or when entering or exiting the bus.
- Parents bringing/collecting students to school by car to ensure that they are dropped off on roads adjacent to the school to avoid traffic congestion and possible accidents. They must not drive onto the school site before school and before 5.00pm each day.
- No roller skates/blades/boards/scooters/mopeds or micro scooters or any unauthorised transport is allowed on the school site.

APPENDIX C

Litter and Environment

Staff and students must adhere to the school's health and safety policy and ensure that litter is placed in the bins provided by the school and that the environment is as litter and waste free as possible.

In the event of hazardous incident (spills/broken/discarded furniture, etc.) both staff and students to notify the main office and a member of the site managing staff so that appropriate action may be taken.

(Please refer to Healthy Schools documentation on recycling/premise).